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ABSTRACT

The BUILD Program (Businesses United to Increase Literacy Development) was conducted from June 1991 through December 1992 as a cooperative workplace literacy program joining Arapahoe Community College and four companies in Littleton, Colorado. This document consists of two modules for the reading and language instruction classes of the program. The first module, by Jennifer Burkhart, contains the following 10 lessons: learning styles, using questions, patterns of organization in written material, logical fallacies, using exacting words, words and their symbols, following directions, writing detail-oriented instructions and sequencing, training directions, and review of reading and language competencies. Lessons include an objective, required materials, allotted time, outlines of activities with instructor's notes, appendixes containing handouts or transparency masters, and individual student activities. The second module, by Mark Sullivan, contains eight lessons for instruction in reading and language for English as a Second Language. Lessons are as follows: "get the picture," vocabulary builder, structure and pronouns, the diary, the period and the paragraph, the word exchange, and the memo exchange. Lesson plans include an objective, required materials, time allotted, and activities. Worksheets are provided in an appendix. (KC)

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ED352562

READING AND LANGUAGE

WORKPLACE EDUCATION PROGRAM CURRICULUM

Arapahoe Community College

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Wilkerson

Reading and Language

Workplace Learning

Skills

WORKPLACE LEARNING SKILLS
by
JENNIFER BURKHART

INTRODUCTION

The purpose of this module is to identify, demonstrate and practice the various competencies involved in Reading and Language. The student will gain an understanding of the value of reading and writing in an ever-changing workplace. Throughout the lessons contained in this and all three modules, participants will also practice "Learning to Learn" and "Critical Thinking" competencies. The following is a list of target competencies included in this module:

OBJECTIVES / TARGET COMPETENCIES

- Interpret and apply symbols and abbreviations
- * **Locate written information**
- Interpret data on forms
- * **Follow written directions**
- Scan written information
- * **Sort / Classify written information**
- * **Transfer information**
- * **Sequence information**
- * **Summarize information**
- * **Compare and Contrast written information**
- * **Predict Outcomes**
- Team work
- Generate appropriate written communication
- Utilize standard English grammar
- Utilize language mechanics
- Spell correctly
- Print legibly
- * **Locate details**
- * **Identify context clues**
- * **Identify structural clues**
- * **Inference**
- * **Draw conclusions**
- * **Utilize patterns of organization**
- Interpret charts and graphs
- * **Identify reference materials**
- * **Recognize and utilize different learning styles in processing written information**

Note: Critical Thinking Skills in **Bold** letters
Learning to Learn skills denoted with asterisk *

APPLICATIONS IN THE WORKPLACE

- Following Standard Operating Procedures / Manuals
- Interpreting graphs / charts
- Scanning blue prints, work orders, etc.
- Understanding anecdotal information on forms
- Following and understanding safety procedures
- Legibly applying symbols/abbreviations and anecdotal information to ECR forms, log books, etc.
- Analyzing and solving problems in teams
- Organizing information necessary in training, cross training, logging information, etc.
- Troubleshooting potential problems
- Acquiring and learning different jobs and tasks

MODULE CONTENT / LESSONS

1 • Learning Styles Inventory
2 • Utilizing "wh" questions (who, what, when, where, why)
3 • Patterns of Organization in written material
4 • Logical Fallacies
5 • Using exacting words
6 • Words and their symbols
7 • Following Directions
8 • Writing detail oriented instructions / Sequencing
9 • Training directions
10 • Review of Reading and Language Competencies

MODULE: READING AND LANGUAGE

MODULE: READING AND LANGUAGE

LESSON #1 - Learning Styles Inventory

OBJECTIVE: To identify the students' learning styles to discover strengths and weaknesses in order to aid the student in processing written information as well as aid in the overall learning process. Also, to identify areas in which the information from the Learning Styles Inventory may be applied.

Note: The information obtained from the Learning Styles Inventory may be used throughout this and all other modules.

REQUIRED MATERIAL: The Learning Styles Inventory located on the Hewlett Packard, printer and paper. *To facilitate the process of answering these questions, the students and instructor should complete their LSI's prior to class. Use appendices 1.1.1.2 and 1.3.

ALLOTTED TIME: 1 to 11\2 Hours

ACTIVITIES:

I. **Discussion:** Definition and Identification of the Importance of Learning Styles

A. Ask students for their interpretation of what the various learning styles (identified on their LSI printout) mean to them. Is this information important to them? Why or why not?

***Instructor's note:** The ability to learn is the most important skill to acquire. As adults, we often find ourselves confronting changes in life and on our job which require us to learn. Understanding our learning styles helps us become aware of the strengths that we may call upon when learning a new skill.... Moreover; understanding our weaknesses may help us identify how we can become more effective learners.

B. Ask students to share their answers to the question from the LSI assignment (Appendix 1.1), "Can you use this information when communicating with others? How?".

***instructor's note:** Understanding how they receive and retain information the most effectively may also help the student understand the different styles others utilize in processing information.

C. Have students work in pairs to compare/contrast their LSI printout with that of their partner. Have them answer the following questions:
   1. What learning styles do both of you use most.
   2. What differences do your printouts show?
   3. If you had to teach your partner a new skill, what would you do to make sure he/she can effectively process this new information.

   Have students share the answers with the class.

D. Personal Discovery Exercise:

   1. Working alone, have students answer the questions on the Personal Discovery Exercise (Appendix 1.2). While students are doing this exercise read the questions and think of your own answers to discuss when students are through.
   2. Discuss answers to these questions. (Appendix 1.3 includes possible answers).

E. Have students look at their LSI's to evaluate their learning effectiveness in processing the written word and in written expressiveness.
   Discuss how these two learning styles are employed at work now and in the future. What Reading and Language skills are needed to perform these tasks?

***Instructor's note:** See page 1 and 2 of this module for possible answers to the above questions. Use this as an introduction into the rest of the Reading and Language module that follows.

MODULE: READING AND LANGUAGE

LESSON #2 - "Wh" Questions in Reading

OBJECTIVE: To introduce, demonstrate and practice the use of "wh" questions in order to develop critical and effective reading skills in the workplace.

REQUIRED MATERIAL: White or black board, marker or chalk, pencil and paper, and appendices 2.1, 2.2,

ALLOTTED TIME: 1 to 11\2 Hours

ACTIVITIES:

I. **Discussion:** Identifying how to scan written material that the students receive in the workplace.

A. Ask students to identify how they read material that they receive in the workplace.

B. Ask the following questions: Do they read it word for word? Do they look for specific headings to guide them to pertinent information? How do they read a Memo or ECR? What is the pertinent information that they need in a Memo?

Instructor's note: Introduce the concept of locating the "who, what, when, where, why" questions when reading a Memo or an ECR to scan for the pertinent information. Scanning for the answers to these questions will aid in saving time and facilitate the processing time of written information they receive on the job.

II. **Demonstrate:**

A. Ask students to scan the Memo handout (Appendix 2.1) by asking and finding the answers to the "wh" questions. Write the "wh" questions on the board for them to follow. Remind them to just **scan** the memo and not to read it word for word!

B. Have students write 1 sentence that summarizes all the pertinent information - the "wh" questions.

Instructor's note: Sample summary: "Wilkerson will start a mandatory program called SAFE in January due to the high rate of accidents in each department."

C. Ask students to discuss how it felt to **scan** for the information. Was it easier? More difficult? Did they feel they needed to read the memo word for word? Why or why not.

III. **Practice:**

A. Have students work independently while practicing the "wh" questions on the "Worker's Compensation Concerns" work sheet (Appendix 2.2).

B. Review the answers. Discuss the answers which vary. Have students summarize the main point of the article using the "wh" questions. You may have them do this orally or in writing.

IV. **Review:**

A. Ask the following questions:

1. How is scanning for "wh" questions useful?

2. With what type of written documents will this technique work most effectively?

3. How often do you read these types of documents at work?

4. Do you feel that you will be required to read more documents at work in the future? Why or why not?

5. Do you feel you can use "wh" questions in your writing? How?

Instructor's note: Asking and answering these questions is useful in processing and understanding how this technique can work in the workplace. Many times the transfer of techniques taught in these modules is difficult because the identification of their usefulness has not been made. Before discussing the above questions you must answer these questions for yourself. The following are some possible points to discuss:
In an ever changing work environment there are many tasks which increase and others that decrease. For example the use of math has changed with the calculator. In the life of our careers we will experience

Instructor's note cont...

many changes which require us to use different skills. A good example of this is the concept of self-directed work teams. These teams will cause the employee to perform varied tasks as he/she takes on more responsibilities at work. Among these tasks are reading and writing documents, ECR's, Memos...

V. **Practice "wh" questions in writing**

A. In groups of 3 or 4 have the students practice utilizing the "wh" questions in a sample writing. Using the Memo (Appendix 2.3) as a guideline, ask the students to write a memo in order to set up a meeting to start organizing the next company picnic.

Before writing answer the following:

1. To whom will they address the Memo?
2. What is the purpose of this Memo?
3. When will this meeting take place?
4. Where will this meeting take place?
5. Why is this meeting taking place?

Instructor's note: Write the above questions on the board. Ask students to assure that the above questions are answered in there Memo.

B. When the groups are finished writing their Memo, have them read it aloud to the class. Discuss if the class feels it to be an easily readable Memo. Could they answer out the "wh" questions easily? **Optional:** Have the students write their Memos on the computer. 1 Memo per group.

MODULE: READING AND LANGUAGE

LESSON #3 - Patterns of Organization / 6 Steps to Problem Solving

OBJECTIVE: To introduce, demonstrate and practice the use of Patterns of Organization in written material in order to promote more effective reading and writing skills on the job. Also to introduce the 6 steps to problem solving to incorporate in Reading and Language.

Note: The information obtained from the Problem Solving Review may be used throughout this and all other modules.

REQUIRED MATERIALS: Black or White board, marker or chalk, pencil and paper, appendices 3.1, 3.2, 3.3, 3.4, and 3.5.

ALLOTTED TIME: 1 - 11/2 Hours

ACTIVITIES:

I. **Discussion:**

A. Ask students the following questions to introduce the concept of organizational patterns:

1. Have you ever read something that made no sense to you?

2. Why do you think you had trouble following the message in this written material?

3. Have you ever tried following directions which were written out of order? (e.g. "Step #4 = Before doing step #3 make sure to...")

4. We are going to look at ways to avoid the above problems in our writing as well as predicting outcomes by reviewing Patterns of Organization.

Instructor's Note: There are many possible answers to the above questions; therefore, you will want to steer the conversation towards those answers dealing with organizational patterns. All written material should have a pattern of organization in order that the reader can easily comprehend what is being said in the material. Patterns of organization will also aid the student in writing effectively. They will be able to choose the most effective pattern to use in accordance with their purpose for writing (e.g. to persuade, inform...).

II. **Demonstrate:**

A. Hand out and review the Patterns of Organization handout (appendix 3.1) with the students. Have students give examples of written materials that they read on the job for each of the patterns.

B. Ask students to identify which patterns would be useful in trying to persuade the reader, and why or in what situations a person would want to persuade another at work.

Instructor's note: Cause and Effect, Comparison and Contrast and Simple Listings are all patterns which may be used in persuading the reader. Cause and Effect may be use in predicting the result of an action or event by which it may persuade someone to take or not to take an action. Comparison and Contrast in it's nature is used to show similarities and or differences which may be used in persuasion (e.g. think of a commercial which contrasts one product with another). Simple Listing may be used as noted on the handout as a means to list supportive examples... while persuading.

C. Ask students to do the handout (appendix 3.2) by themselves to ensure the understanding of each pattern. Appendix 3.3 shows the answers.

III. **Discuss: Problem Solving**

Instructor's Note: We are incorporating the problem solving review in this section to facilitate it's incorporation in the Reading and Language area. This information will be used throughout this and all other modules.

A. Hand out the Problem Solving handout (Appendix 3.4) and review the steps with them. Ask the students to explain what each step means. Have them give an example of a problem that they have solved in which they used each of these steps.

B. Review with the students the Hints for Brainstorming Sessions at the bottom of the page. Note that Phase I is part of the 3rd step in problem solving and that Phase II is part of the 4th step in problem solving.

Instructor's Note: Please point out that Brainstorming can only be done in a group of 2 or more people. However; the 6 steps to problem solving may be done in a group or alone.

III. **Practice: Patterns of Organization and Problem Solving**

A. ECR or Memo exercise (Appendix 3.5)

1. Have students break out into groups of 3 to 4.
2. Ask them to select a problem that they have had in the past on the job. This problem could deal with safety issues, interpersonal issues, equipment concerns, process concerns (e.g. simplifying the set-up of a machine)... but must be an issue that requires the students to write an ECR or Memo to someone for assistance.
3. After selecting the problem have students analyze it.
4. Ask students to then use the Brainstorming Hints to generate potential solutions.
5. Have them select and plan the solution. This **must** involve writing an ECR or Memo to someone to aid in solving it.
6. Have students write the ECR or Memo keeping the "wh" questions in mind as well as the "patterns of organization". The students must identify which pattern(s) or organization they chose and why.

B. Review ECR exercise/Problem Solving

1. Have students read their ECR's or Memos aloud to the class.

2. Ask the class to identify which Pattern of Organization is at work.

3. Ask each group to discuss their feelings about using the 6 steps to problem solving. Do they feel the solutions they have selected are more effective because they used the problem solving steps? Why or Why not?

C. Wrap up Lesson #3 by answering questions. Also ask students to identify when they will use this lesson on the job or in life.

MODULE: READING AND LANGUAGE

LESSON #4 - Logical Fallacies

OBJECTIVE: To introduce, demonstrate and practice recognizing logical fallacies in written material in order to promote critical thinking and reading skills.

Note: The logical fallacies used in this lesson are taken from:
Max Shulman. "Love is a Fallacy." From *The Many Loves of Dobie Gillis* by Max Shulman

REQUIRED MATERIAL: White or Black board, Marker or Chalk, Pencil and Paper, Appendices 4.1 and 4.2.

ALLOTTED TIME: 1 Hour

ACTIVITIES:

I. **Discussion:**

A. Ask the students if they have ever read or heard something at work that seemed to make sense, but that the student felt just couldn't be logical?

B. Ask if anyone can give an example of something they have read or heard.

II. **Demonstration:**

A. Hand out the Memo (Appendix 4.1) and ask students to read it.

B. Ask students how they feel about the Memo.
1. Is it clear?
2. Do they understand the "wh" questions?
3. What patterns of organization are at work here?
4. Do they believe it?
5. Why or Why not?

C. Write the following examples on the board.

1. Dicto Simpliciter - arguments based on unqualified facts.
   Example: Exercise is good; therefore, everyone should exercise.

2. Hasty Generalization - Conclusions based on generalizations.
   Example: He likes it, she like it, I like it; therefore, everyone will like it.

3. Post Hoc - Conclusions based on illogical coincidences.
   Example: It always rains when Bill is along on a picnic. Let's not take Bill.

4. False Analogy - Comparison of two unlike things.
   Example: Students should be able to use texts during an exam. After all, doctors use x-rays and lawyers use briefs.

Instructor's note: The above statements are logical fallacies.
#1. Exercise is good = an unqualified fact.
#2. Everyone will like it = conclusion based on a generalization.
#3. Let's not take Bill = conclusion based on illogical coincidence.
#4. Doctors' x-rays and lawyers briefs are not comparable to students texts - students and professionals are not comparable.

There are many more logical fallacies not covered in this lesson. If you are interested or your students are interested please see the work by Max Shulman as noted above.

D. Have students refer back to the Memo (Appendix 4.1) and try to find the logical fallacies. There are three in the Memo. Have them identify them and name them. Review their answers with them and ask them why these statements are logical fallacies. (answers located on Appendix 4.2).

III. **Review:**

A. Ask students to write one example of each fallacy on a piece of paper.

B. Review these aloud with the class. Correct the statements if needed.

MODULE: READING AND LANGUAGE

LESSON #5 - Using Exacting Words

OBJECTIVE: To expand the students written vocabulary to include exacting words in descriptions, etc...

REQUIRED MATERIAL: Thesaurus, White or Black board, Marker or Chalk, Pencil and Paper.

ALLOTTED TIME: 30 - 45 Minutes

ACTIVITIES:

I. **Discussion:**

A. Ask students if there is a difference in the vocabulary they use when they are talking versus when they are writing.

B. Ask students why do or should we use more exacting words when we write?

C. Talk about the notes that they read in log books between shifts. Are the notes always clear to the next shift? Why are some departments scheduling meetings to meet with the next shift?

Instructor's note: Generally we use a more extensive vocabulary when we write than when we speak. One reason for this is that a person's written vocabulary is naturally more extensive. Another reason may be that we don't have the chance to get immediate feedback when we write, so we are more careful to write clear descriptions... On the other hand, when we speak we have the luxury of immediate feedback which allows us to clarify our messages if needed.

II. **Demonstration:**

A. Write the following words on the board.

1. get
2. do
3. help
4. make
5. big
6. end
7. little
8. easy
9. hard

B. Demonstrate how to use the thesaurus by looking up the first word in the list - get, and writing three alternative words which would be more effective in writing exactly the action you wanted to describe.
For example:
1. get: acquire, gain, receive

Discuss the difference between the three words. Do each have the same meaning? (no) Can you use them interchangeably? (no) What does each one mean?

C. Ask the students to come up with three words for each of the remaining words on the board and write them down.

D. When they are through ask for examples and fill in the list on the board. Have the students do the same.

Instructor's note: Some possibilities:
1. get: acquire, gain, receive
2. do: effect, execute, complete
3. help: facilitate, ease, aid
4. make: assemble, cause, create
5. big: great, huge, significant
6. end: complete, terminate, conclude
7. little: small, petite, insignificant
8. easy: simple, relaxed, uncomplicated
9. hard: demanding, difficult, complicated

E. Point out that it is not recommended to replace all of the above list with the effective words because you run the risk of complicating your message. It is best to write a rough draft first and see if you use some of the above too often. If so, you may want to replace some of these words with more effective words. It is also important to choose the correct effective word to ensure that the reader knows exactly what you mean. For example, instead of saying, "I would like you to help the meeting along." you may want to say, "I would like you to facilitate the meeting".

III. **Review:** Review this lesson by answering any questions the students may have.

MODULE: READING AND LANGUAGE

LESSON #6 - Words and their Symbols

OBJECTIVE: To enhance the students written communication and reading skills by eliminating ambiguity in their writing and questioning ambiguity in their reading.

REQUIRED MATERIALS: White or Black board, Pencil and Paper

ALLOTTED TIME: 30 Minutes

ACTIVITIES:

I. **Discussion/Demonstration:**

A. Begin the discussion by having the students listen to the seven statements below and answer the question asked after each statement.

1. The man was middle aged. How old was he?

2. This typical family of four had an average income. What was the family's income?

3. The candidate won by a landslide. What percentage of votes did he take?

4. The fellow had a few drinks. How many did he have?

5. Their children received a weekly allowance. What amount did each child receive?

6. She was carrying an armload of packages. How many packages did she carry?

7. She was of average height. How tall was she?

B. Ask the students to give their answers. Tally them on the board. What do the students who answered similarly have in common? What is the different among those who answered differently?

Instructor's note: There should be a direct correlation between the experiences of the students and how they answered. They will probably base their answers on their own past experiences. Some of the similarities and differences found in the participants experiences may be based on age, gender, height, weight, race ... The differences in perspectives may cause a problem when using general terms such as those above in written material. This should be stressed throughout the lesson.

C. Ask the students if they have ever experienced a misunderstanding because of general terms used in a written piece of material here at work. If so, when?

D. Ask the students to give some alternative words for the ones above. Write them on the board. Can the students think of any ambiguous terms which are used here at work? What alternative terms could be used in their place?

1. middle aged - in his forties
2. average income - in the mid 50's
3. landslide - by 10%
4. few - 3
5. weekly allowance - $20 per week
6. armload - 4 (what size packages?)
7. average height - 5'5" (for a caucasian woman)

E. Ask the students if they have ever heard a word that brought a pleasant or unpleasant feeling to them. Did the person who said or wrote this word mean to cause this type of feeling?

1. Draw the chart below on the board,
2. Have students draw this chart on a piece of paper.

SYMBOLS	FAVORABLE	UNFAVORABLE	NEUTRAL
supervisor			
administration			
broccoli			
Chinese			
telephone			
children			
liver			
brown			
team			
winter			
scrap			
computers			
dog			
Norgren			

3. Read the list of words slowly. Ask the students to mark in the column which shows how each word makes them feel. Favorable means it makes them feel good, Unfavorable means it makes them feel bad, Neutral means the word doesn't change the way they are feeling now.

4. Tally the responses on the chart on the board.
5. Were there any differences? Why?

6. Ask the students what type of difficulties they feel could be incurred due to the different symbolic meanings these words create for different people.

7. Are there ways to overcome these possible problems?

Instructor's note: Unfortunately there don't appear to be any solutions to overcoming these possible problems; however, understanding the differences in perception may allow the students to read and write with a better understanding of how the black and white of written communication can involve shades of grey. **This is an important point to bring out in this lesson.**

MODULE: READING AND LANGUAGE

LESSON #7 - Following Directions

OBJECTIVE: This is a short exercise that demonstrates the importance of following directions step by step and stresses reading or scanning all directions before starting the first step.

REQUIRED MATERIAL: Appendix 7.1 Following Directions

ALLOTTED TIME: 15 Minutes

ACTIVITIES:

I. **Exercise:** Hand out the Following Directions handout (Appendix 8.1) and have students follow the directions. Do not help them in any way. Let them simply follow the directions.

II. **Discussion:**

A. Ask students if they have ever had to follow directions which had a step such as the first step in the previous exercise.

B. Ask students if they have ever followed directions which were written out of order.

Instructor's note: This short exercise exemplifies what not to do when reading and/or writing instructions. Use this short exercise as an introduction into writing detailed instructions.

MODULE: READING AND LANGUAGE

LESSON #8 - Writing Detail Oriented Instructions / Sequencing

OBJECTIVE: To introduce, demonstrate and practice writing detail oriented directions in order to enhance the students critical thinking skills in writing as well as their sequencing skills. This will be helpful in breaking difficult tasks/problems into smaller more manageable tasks/problems that which aids in working from the parts to the whole.

Note: Using the LSI in this lesson is very useful in understanding the complexity of writing directions. Remind the students that they are writing to a large audience some of which may not process written information as easily as they (the writer) do.

REQUIRED MATERIAL: Black board, Marker or Chalk, Pencil and Paper, Appendix 8.1, 8.2 and 8.3.

ALLOTTED TIME: 11/2 - 2 hours

ACTIVITIES:

I. **Discussion:**

A. Ask the students what they feel is the most difficult part of following written directions. What has caused them problems in the past?

B. When do they need to write or will need to write directions? *(ISO procedures?)

C. Ask the students if they feel the Learning Styles Inventory may be used when writing directions? How?

Instructor's note: Talk about the possible problems of language usage in directions. Is it always understandable or are terms used that don't apply the audience? It is a good idea to stress the importance of using terms which apply to a broad audience. The LSI may be used in writing directions by simply remember that the audience may not receive and process written material as easily as the writer.

II. **Demonstrate / Practice:**

A. Break the room up into three sections with an equal amount of students in each section.

B. Hand out the Appendices 8.1, 8.2, and 8.3 to the students. Pass out 8.1 in one section, 8.2 in another and 8.3 in the last. **Do not allow the students in the different sections to see the handout given to either of the other groups!**

C. Following the directions on the handouts, ask each person to write directions on how to draw their picture. As stated in the directions the student is not allowed to write what the object is. For example, if the object were a basketball, the student could not write the words "ball", "basketball" etc... However; the student is allowed to write what shape it is. For example, if it were a basketball, the student could write, "In order to draw this object you must first make a circle about 1" in diameter. The student may not say what the object is used for either. Just have the student write simple directions on how to draw this picture.

D. The respective groups may talk with one another to gather idea; however each person's directions must be their own!

E. Allow up to 1 hour for the students to finish their directions. (Review them to make sure they are legible.)

F. When everyone has completed their directions, pass the directions from group #1 to group #2 , group #2 to group #3 and group #3 to group #1. Verify that all the students have directions to follow. Ask the students to draw the picture per written directions. Do exactly what the directions say.

G. When all the students have finished, pass the direction sheet and the drawing back to the person who wrote the directions. Is the picture close to the original?

Instructor's note: You will find varied outcomes. Some will be very similar and others will not be similar at all. Differences are due to the students sequencing abilities, their abilities to write clear directions and the difficulty of the original picture.

III. **Review / Discussion:**

A. Ask the students the following:

1. How did you feel about you finished directions before you passed them to another to follow?
2. Was this a difficult task or a simple task?
3. What would have made it easier?
4. Will people to whom you are writing always know the same terminology that you know? *(No. ISO procedures are a good example of the need for very effective word usage.)
5. Were you surprised by the outcome of the drawing?
6. How would you rewrite this to be more effective?

B. Ask students to pair up with the person who drew their picture and ask them questions regarding the errors made on the drawing. Why did the person drawing make and error? Ask the person who wrote the directions to rewrite the problem areas to be more clear. (This will take some time as each person will need to meet with two people.)

C. Wrap this lesson up by talking about the next lesson which will involve writing directions which describe a task that they perform here at work.

MODULE: READING AND LANGUAGE

LESSON #9 - Training Directions

OBJECTIVE: To expand upon all the previous lessons in the Reading and Language Module and practice the target competencies listed at the beginning of this module.

Note: Emphasize to the students to try and recall all the skills and techniques we have studied thus far.

REQUIRED MATERIALS: Pencil and Paper, Access to documents and supervisors on the floor, word processor (optional), Appendix 9.1 and 9.2.

ALLOTTED TIME: 4 Hours

ACTIVITIES:

I. **Discussion:**

A. Introduce this exercise by discussing all of the lessons covered in this module.

1. We have covered:
   a. Learning Styles Inventory
   b. "Wh" questions
   c. Patterns of Organization in written material
   d. Logical Fallacies
   e. Exacting words
   f. Words and their symbols
   g. Following directions
   h. Writing detail oriented directions

2. In this exercise you will need to keep all of the above in mind. *Make sure the students remember all of the above. Discuss any questions people may have at this time.

B. Read the top of Time order or Sequence (Appendix 9.1) handout to the students. Discuss how in writing with the Time order pattern of organization other P.O.'s may be included. Discuss that the "wh" questions must be answered in written directions. Discuss the importance of keeping the LSI in mind when writing and that using exacting words in extremely important.

Instructor's note: An effective way of discussing the above is to form questions about the above points. For example, "Can you use other patterns of organization when writing directions in time order?" (yes.) This allows the student the chance to discover or rediscover these concepts. Stress that the "wh" questions should be asked. For example,

who? = To whom am I writing these directions?
what? = What am I trying to accomplish? What am I writing about?
when? = When is this task done?
where? = Where is this task performed? Where are the tools necessary to do this task?
why? = Why is this task performed?

Please keep in mind that the students may choose a very complicated task that involves several "sub-tasks". Help the student to break this task down to the sub-tasks and ask him/her to write about the sub-task. Also, many students may find it extremely difficult to organize their tasks in sequential order. Many will try to over-simplify the tasks, others will try to make the task more difficult than it really is. Guide these students and make sure that the student chooses a task of substance - not sweeping the floor, but rather checking the O-ring groove.
Encourage the students to attach and utilize blueprints or drawings to help in their explanations. Appendix 9.2 is an excellent example of a finished set of directions.

II. **Practice:**

A. Hand out Appendix 9.1. Ask students to follow the directions and begin.

B. Allow the students as much time as they need and the use of all resources. If the students cannot finish writing this project in 2 hours, allow them to finish it outside of class.

C. Collect the project and check for grammar, spelling, organizations, clarity etc... Hand them back to be rewritten.

D. Collect final draft. Make copies of all the students' directions.

III. **Review / Discussion:**

A. Pass out the directions to other students who work in different areas.

B. Go out on the floor and allow each student to follow the written direction step by step.

C. When all students have followed another student's directions ask them to return to the class room to discuss the experience.

1. How did you feel doing the task using only the written directions?

2. How would you rate the directions you followed on a scale from 1 to 10?

3. How would you rate the other students writing as a whole?

4. What changes would you make?

5. What did you learn from this experience?

Instructor's note: You may have to clear this exercise with management and have supervisors present while the tasks are performed on the floor. For example, someone who works in assembly may need supervision if performing a task in the foundry. If it is not possible to obtain this permission, continue with the exercise, but only perform those that can be cleared through management.

Use this exercise as an introduction of the next lesson which is the review of this module.

MODULE: READING AND LANGUAGE

LESSON #10 - Review of Reading and Language Competencies

OBJECTIVE: To review the lessons of this module in order to bring closure to the Reading and Language module.

REQUIRED MATERIAL: All handouts and assignments completed in this module, White or Black Board, Marker or Chalk, Pencil and Paper and Students' Text Books.

ALLOTTED TIME: :30 Minutes to 1 Hour

ACTIVITIES:

I. **Discussion:**

A. Review the content areas of the Reading and Language Module with the students.

- Learning Styles Inventory
- "Wh" questions
- Patterns of Organization in written material
- Logical Fallacies
- Using exacting words
- Words and their symbols
- Following Directions
- Writing detail oriented instructions / Sequencing
- Training directions

B. Ask the students to give their perceptions of the usefulness of these competencies.

1. Do they feel better about reading and writing?
2. Do they feel this is or will be useful in the workplace?
3. What is one competency that stands out as being the most useful to them personally.
4. What have they accomplished from their individual study programs (texts, handouts, computers)?

II. Introduction to Communication Module

A. Explain that we have reviewed some competencies in written communication which will continue with us into the next module of communication. We will be building on problem solving, team work, effective word usage, patterns of organization, "wh" questions, etc.

B. Start the Communication Module.

APPENDICES

Wilkerson

Workplace Learning

Skills

Appendix 1.1

Computer Assignment

For the next class, please complete the Learning Styles Inventory on the HP computer. Print you graph and bring it to class.

To get into the Learning Styles Inventory, first turn on the HP computer. When the main menu comes up use the arrow keys to choose LSTYLES from the menu and press enter. The program will ask you to enter your name and class number. Your class number is #1. Once you are in, answer each question and follow the directions as given on the computer screen.

There are 45 questions. You must complete them all before you can exit the program. At the end of the questions it will ask if you want to see your graph on screen or on print. Enter <P> for print. Make sure the printer is turned on and has paper. Bring your graph to class.

Answer the following question concerning the Learning Styles Inventory:

1. **Can you use this information when communicating with others? How?**
   (Note: Logging information,writing memos and speaking are all forms of communication.)

Appendix 1.2

Personal Discovery Exercise

1. What changes have you encoutered in the past 6 months that required you to learn something new?

2. How could you use your Learning Styles Inventory in solving problems on the job?

3. How could you use your Learning Styles Inventory in managing people at work?

4. How could you use your Learning Styles Inventory in working as part of a team?

Appendix 1.3

Personal Discovery Exercise

1. What changes have you encoutered in the past 6 months that required you to learn something new? (personal experience)

2. How could you use your Learning Styles Inventory in solving problems on the job?
   - * identifying the problem
   - * analyzing the problem
   - * generating potential solutions
   - * selecting the solution
   - * implementing the solution
   - * evaluating the solution
   - * others?

3. How could you use your Learning Styles Inventory in managing people at work?
   - * understanding others' learning styles and the way they process information best
   - * others?

4. How could you use your Learning Styles Inventory in working as part of a team?
   - * identifying their own strengths and those of others' to work cohesively
   - * others?

memo:

Marquest
To: All Employees
From: Joe Boss
Date: Dec. 12, 1991
Re: SAFE! Program

Within the last five years, each department at Marquest has doubled. With the increase in employees, the rate of accidents has increased. We are lucky that so far none has been very serious. However, it is time to cut down such a high accident rate. Effective the first of January, Marquest will start its new SAFE! - Safe Actions for Employees-Program. Debra Yuen will be its administrator.

Throughout January, Ms. Yuen will lead safety workshops for each department. It is mandatory that all department staff attend their designated workshops. Ms. Yuen will be sending out workshop schedules next week.

APPENDIX 2.1 Form M1-1980

Appendix 2.2

WORKER'S COMPENSATION CONCERNS

A news theme of recent months in Colorado has been the crisis employers are facing with Worker's Compensation Insurance. Wilkerson finds itself in this group. Worker's Compensation is a legally required insurance plan that covers employees for injuries incurred while on the job. Rates for the coverage are set by an independent insurance organization and are determined by the types of activities that the employer engages in. Colorado's rates are many times higher than surrounding states. Wilkerson has learned that our premium for this coverage will more than double for earning a quarterly bonus. Because we find this position to be unacceptable, we are investigating the possibility of self-insuring our worker's compensation exposure in order to hold our costs to a minimum. As we proceed to investigate this option, we will keep everyone informed of our progress. In the meantime, we need to continue to take steps to eliminate sources of accidents where ever they are located.

Directions: **Scan the above excerpt using the "wh" questions as your guide. Answer who, what, when, where and why. Remember that you may not be able to answer all of the "wh" questions, but it is a good place to start.**

WHO: _____

WHAT: _____

WHEN: _____

WHERE: _____

WHY: _____

*Note: This is article is fictitious.

Appendix 2.3

Directions: Using this form as a guideline, write a memo about the company picnic. Remember to include all of the pertinent information using the "wh" questions as discussed in class.

memo:

Wilkerson
To:
From:
Date:
Re:

Appendix 3.1

Patterns of Organization

All written material should have a pattern of organization in order that the reader can easily comprehend what is being said in the material. There are various common types of organization. Below are the most commonly used and effective forms of organizing written material.

- It is very important to remember that every paragraph needs an opening sentence. This sentence or statement allows the reader to organize information quickly. It is also very important to be able recognize an opening sentence as it does not always appear as the first sentence.

What pattern of organization to use and when:

Time Order:

- **To list steps in a process**
- **To explain how something works**
- **To describe a routine**
- **To tell about an event**

*(Word clues = first, second, third, next, then...)

Cause and Effect:

- **To trace the reasons why an event occurred**
- **To trace the results of an event**
- **To predict the results of an event**

*(Opening sentence introduce the event)

Comparison and Contrast:

- **To describe similarities or differences**
- **To explain advantages and disadvantages**

*(make sure the topic sentence is comparing or contrasting something)

Simple Listing:

- **To give examples to support a main point**
- **To list characteristics of an item**
- **To break a large group into similar categories**

*(items listed support the main idea - e.g. Why Colorado is a nice place to live)

Appendix 3.2

Directions: **After reading each of the following excerpts, please identify which pattern of organization is at work in each. Write the answer below each paragraph.**

I. Some tools remove metal when they rotate the workpiece. In order to do this, the tool feeds into the rotating workpiece. The tool might also move to the left or to the right. This movement in known as traversing.

The lathe is a common tool in machine shops. The workpiece is put on the lathe and the lathe rotates. As the workpiece rotates, a cutting tool feeds into it and traverses. This causes metal to be cut from the workpiece. The pieces of metal are removed in the form of chips.

_____

II. The machine shop can be a very precarious place to work if you don't follow basic safety procedures and rules. It is extremely important to follow these rules to ensure your safety on the job. These rules include the following: paying attention to the job, watching the machinery, watching your hands and clothing, protecting your eyes, wiping up spills immediately, putting tools away after use, and reporting all injuries at once.

_____

III. Equipment Safety

Machine shop workers must think SAFETY at all times. When working with a machine, carefully watch what you are doing, an keep you mind on the job. Always wear an apron when you a working. An apron shields you from grease, oily filings, and other materials that might splash onto your clothes and skin.

Chips or bits of metal will build up around the work in any cutting operation. Clear them away with a brush. Do not use a rag or your hand. Rags and fingers can get caught in a tool that is turning.

When using a drill, clamp the material to be drilled. This will keep the material from spinning loose and possibly hitting you or someone who is nearby.

When working on a grinding wheel, never jam work onto the wheel. This will damage the wheel and the object you are working on. Grind on the side of the wheel only if the wheel is made for this purpose.

Accidents do not just happen. they are caused. Safe operation of equipment will prevent accidents by preventing their causes.

_____

IV. In order to weld a 15-152-000 base plate, you must first do the preparatory measures to ensure proper operation. First, pull the blueprint and refer to the attached work order. Next, make sure all of the parts have been washed, and finally sweep the work surface to help prevent scratching the top of the base plate.

_____

Appendix 3.3

Directions: **After reading each of the following excerpts, please identify which pattern of organization is at work in each. Write the answer below each paragraph.**

I. Some tools remove metal when they rotate the workpiece. In order to do this, the tool feeds into the rotating workpiece. The tool might also move to the left or to the right. This movement in known as traversing.

The lathe is a common tool in machine shops. The workpiece is put on the lathe and the lathe rotates. As the workpiece rotates, a cutting tool feeds into it and traverses. This causes metal to be cut from the workpiece. The pieces of metal are removed in the form of chips.

Comparison and Contrast

II. The machine shop can be a very precarious place to work if you don't follow basic safety procedures and rules. It is extremely important to follow these rules to ensure your safety on the job. These rules include the following: paying attention to the job, watching the machinery, watching your hands and clothing, protecting your eyes, wiping up spills immediately, putting tools away after use, and reporting all injuries at once.

Simple Listing

III. **Equipment Safety**

Machine shop workers must think SAFETY at all times. When working with a machine, carefully watch what you are doing. an keep you mind on the job. Always wear an apron when you a working. An apron shields you from grease, oily filings, and other materials that might splash onto your clothes and skin.

Chips or bits of metal will build up around the work in any cutting operation. Clear them away with a brush. Do not use a rag or your hand. Rags and fingers can get caught in a tool that is turning.

When using a drill, clamp the material to be drilled. This will keep the material from spinning loose and possibly hitting you or someone who is nearby.

When working on a grinding wheel, never jam work onto the wheel. This will damage the wheel and the object you are working on. Grind on the side of the wheel only if the wheel is made for this purpose.

Accidents do not just happen. they are caused. Safe operation of equipment will prevent accidents by preventing their causes.

Cause and Effect

IV. In order to weld a 15-152-000 base plate, you must first do the preparatory measures to ensure proper operation. First, pull the blueprint and refer to the attached work order. Next, make sure all of the parts have been washed, and finally sweep the work surface to help prevent scratching the top of the base plate.

Time Order

Appendix 3.4

Six Steps to Problem Solving

- Identifying and selecting the problems
- Analyzing the problems
- Generating potential solutions
- Selecting and planning the solutions
- Implementing the solution
- Evaluating the solution

Hints for Brainstorming Sessions:

Phase I: Generating Potential Solutions

- Any suggestion is "fair game"!
- The important thing is to be creative!
- Don't worry if something seems impractical or impossible. It might lead to something else that will work!
- Be sure to record everyone's suggestions where everyone can see them.
- Don't worry about duplications.
- Never say anything is "stupid". It may be the best solution in the long run.

Phase II: Selecting and Planning the Solutions

- Review all the suggestions and eliminate any duplications.
- Determine pros and cons of remaining potential solutions
- Determine means by which to measure success/failure of solutions.
- Initiate procedures for final selection and implementation.

Appendix 3.5

WILKERSON
CORPORATION • ENGLEWOOD, CO 80150

Error Cause Removal Memo

ECR LOG No. _____

Originator: _____ Department No.: _____

Date: _____ Department No. Affected: _____

Cause Description: _____

Estimated PONC: ($ Per Year) _____

Possible Solution: _____

Appendix 4.1

memo:

Wilkerson
To: All Employees
From: Management
Date: 12/12/91
Re: Safety

Recently, Wilkerson has noticed an increase in injuries incurred by its employees. Last month, safety consultants reviewed our policy and found it to be appropriate for our company; therefore we are sure that everyone who reads this policy will agree.

Because these consultants and the management at Wilkerson are satisfied that our safety policy is adequate, management has concluded that our employees have not closely adhered to this policy. We recommend all that employees review Wilkerson's safety policy and meet with their supervisors to look at problem areas in their departments.

We the management believe that our employees will agree that safety measures at this company should be just as stringent as those measures taken at any company, whether it produces medical equipment or nuclear waste storage units. After all, our employees safety is our biggest concern here at Wilkerson.

Appendix 4.2

memo:

Wilkerson
To: All Employees
From: Management
Date: 12/12/91
Re: Safety

Recently, Wilkerson has noticed an increase in injuries incurred by its employees. Last month, safety consultants reviewed our policy and found it to be appropriate for our company; therefore we are sure that everyone who reads this policy will agree. *Hasty Generalization

Because these consultants and the management at Wilkerson are satisfied that our safety policy is adequate, management has concluded that our employees have not closely adhered to this policy. We recommend all that employees review Wilkerson's safety policy and meet with their supervisors to look at problem areas in their departments. *Dicto Simpliciter

We the management believe that our employees will agree that safety measures at this company should be just as stringent as those measures taken at any company, whether it produces medical equipment or nuclear waste storage units. After all, our employees safety is our biggest concern here at Wilkerson. *False Analogy

Appendix 7.1

Following Directions

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of this page.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out, "I have."
16. On the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to this problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch 3 small holes in your paper with your pencil point here...
20. Underline all even numbers on the left side of this page.
21. Now that you have finished reading carefully, do only sentences one and two.

Appendix 8.1

Writing Directions

Activity:

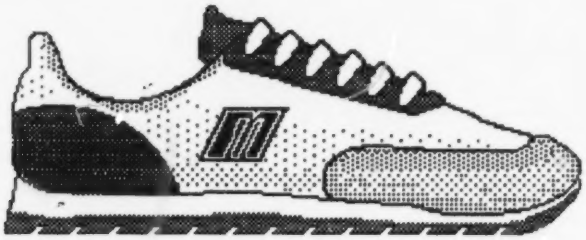
Describe in written directions how to draw the following picture. **Do not** state what the picture is. Simply describe how to draw it. For example: **Don't** write, "In order to draw a sunset you must first..." - **Do** write, "In order to draw this item you must first..." Remember, be clear, precise and use **effective** words.

Appendix 8.2

Writing Directions

Activity:

Describe in written directions how to draw the following picture. **Do not** state what the picture is. Simply describe how to draw it. For example: **Don't** write, "In order to draw a sunset you must first..." - **Do** write, "In order to draw this item you must first..." Remember, be clear, precise and use **effective** words.



Appendix 8.3

Writing Directions

Activity:

Describe in written directions how to draw the following picture. **Do not** state what the picture is. Simply describe how to draw it. For example: **Don't** write, "In order to draw a sunset you must first..." - **Do** write, "In order to draw this item you must first..." Remember, be clear, precise and use **effective** words.

Appendix 9.1

Time Order or Sequence

As we have already discussed, writers often organize their ideas in the order in which they happen. This step-by-step ordering of events is called **time order** or **sequence**.

Time order or sequence is used to describe a task or process in the order in which the reader should perform it. We use it when discussing the history of an event, stages of a process or steps in a task.

On the job, time order is used frequently. Many of the decisions a worker makes is directly related to what has happened previously; therefore, workers often recount their steps to inform co-workers, managers and supervisors of their decisions for taking certain action. Workers must also describe processes step-by-step in order to train other workers. In the following assignment, you will practice using time order. Remember that this is only one of the patterns of organization and that we often combine these patterns to communicate more effectively.

Directions: On a separate piece of paper, describe to me how to do one of the tasks that you perform daily. Remember to whom you are writing these instructions.

Appendix 9.2

Check O-ring Groove

1. Make sure the part is cool.

2. Take the part into die cast inspection room.

3. Place the part (o-ring groove up), on the dial indicator table. Make sure the part sits flat.

4. Raise the indicator stem and position the part under the stem.

5. Lower the stem so the indicator tip is resting in the o-ring groove. Make sure the tip on the indicator is centered properly and will move up and down easily.

6. Turn the dial on the indicator so the needle is on "0".

7. Raise the indicator stem and lower it to the outside surface of the o-ring groove.

8. Look to the dial for the o-ring dimension. The dimension should be between .047 and .055.

9. Raise the indicator stem and lower it to the inside of the o-ring groove.

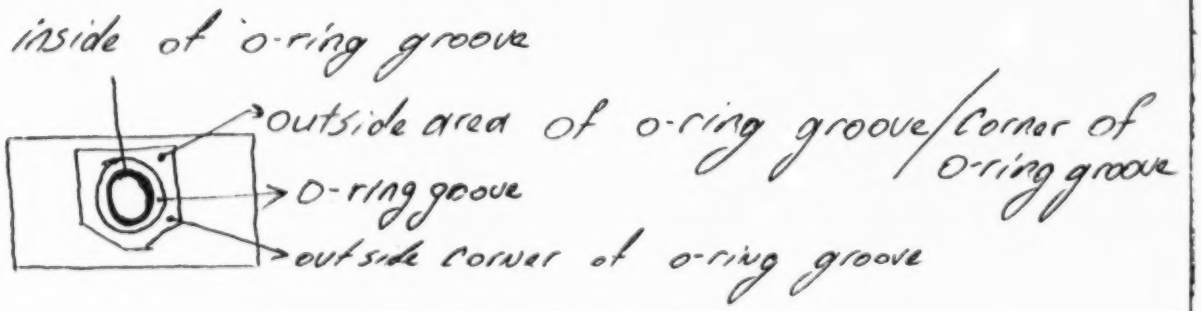
10. Repeat steps 8 and 9.

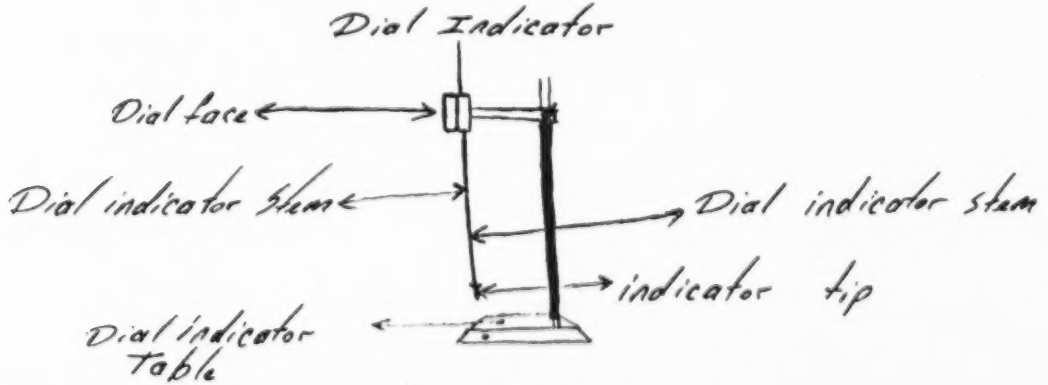
11. Repeat steps 4 through 11 four times. Take readings at each corner of the o-ring groove.

* You will need to refer to page two for a diagram of the o-ring area and the dial indicator.

PAGE 2.

Appendix 9.2





BEST COPY AVAILABLE

Wilkerson

Individual Student

Activities

MODULE: READING AND LANGUAGE

INDIVIDUAL STUDENT ACTIVITIES

OBJECTIVE: To provide students with supplemental activities which focus on the areas the student would like to study in addition to the competencies covered in the Reading and Language Lessons.

REQUIRED MATERIALS: GED Writing Skills Exercise Book, Computer Access, Spell It Plus Spelling Lists and Spelling Rules compilation.

ACTIVITIES:

I. **Journals**
Students interested in working on grammar, spelling, writing legibly, etc can write at least one entry in a notebook to bring to your instructor to check and review. This entry can be a poem, story, letter, list of the days events, etc. The instructor will then check and review grammar points, spelling and writing techniques in which you can work.

II. **Learning Styles Inventory**
From the printout of the LSI, you may want to practice using the prescriptive techniques to aid in studying classroom materials or materials in you text books.

III. **Text Books**
Take the pretest located at the beginning of the GED Writing Skills Exercise Book. Check the answers against the key and follow the guide which directs you to the pages which correspond to the numbers that you missed on the pretest. This will allow you to work only those grammar points you need. Further explanations and help may be obtained from your instructor.

IV. **Computers**

Use the computers to strengthen spelling, grammar, reading and writing skills. There are many recommended programs on both computers which include:

Macintosh	**Hewlett Packard**
• Spell It Plus	• Merrit materials
• MacEnglish	• Gap Master
• The Ready Course	• Sequitur
• The Inform Series	• Rhubarb
	• GED Series

- *Refer to the Computer Module, the Computer tutors and the Computer tutorials for assistance.

V. **Spell It Plus**

For additional help in Spelling use the Spell It Plus spelling lists and spelling rules guide located in the computer or resource area. Using the prescriptive techniques listed on your Learning Styles Inventory (above) copy and study these lists and rules for self-pace study. Ask your instructor for more help if needed.

READING AND LANGUAGE IN ENGLISH AS A SECOND LANGUAGE

ENGLISH AS A SECOND LANGUAGE
by
MARK SULLIVAN

INTRODUCTION

The following lesson plans are designed to provide the non-native English speaking student with the skills to successfully move into the WLS Reading and Language module, and prepare the student to read and write workplace materials with a good measure of success. The complete list of competencies exercised in this module are listed with the introduction to the WLS section at the beginning of this module.

APPLICATIONS IN THE WORKPLACE

- Following Standard Operating Procedures / Manuals
- Interpreting graphs / charts
- Scanning blue prints, work orders, SPC charts, etc.
- Understanding anecdotal information on forms
- Following and understanding safety procedures
- Legibly applying symbols/abbreviations and anecdotal information to SPC charts, Avoid Verbal Order forms, log books, etc.
- Analyzing and solving problems in teams
- Organizing information necessary in training, cross training, logging information, etc.
- Troubleshooting potential problems (SPC Assignable Cause of Variation)...
- Acquiring and learning different jobs and tasks

MODULE CONTENT / LESSONS

1 • Get the Picture
2 • Vocabulary Builder
3 • Structure (Huh?) Pronouns (Who?)
4 • The Diary
5 • Vocabulary Builder
6 • The Period and The Paragraph
7 • The Word Exchange
8 • The Memo Exchange

MODULE: READING AND LANGUAGE IN ESL

Lesson 2: Vocabulary Builder

Objective: To familiarize students with common workplace vocabulary.

Required Materials: Appendix esl 2.3

Time Allotted: 30 minutes (some may take home)

Activities:

Write each vocabulary word on a board and review definitions with the the class. Ask the students if they have heard the word before that time and in what context. Separate the group into pairs and hand out esl 2.3 word puzzle. Instruct them to work together to find each of the vocabulary words.

MODULE: READING AND LANGUAGE IN ESL

Lesson 3: Structure (Huh?) Pronouns (Who?)

Objective: To familiarize the student with basic grammar rules and vocabulary.

Required Materials: Appendix esl 2.4, and 2.5.

Time Allotted: 1 hour

Activities:

Draw 4 columns on a board and write the words: NOUN/PRONOUN VERB, PREPOSITION, ADJECTIVE/ADVERB each at the top of each column. Ask the students to brainstorm every small 2 or 3 letter word that they can think of in English (example: he, she, on, in, bad, sad). As they brainstorm, write the examples that they come up with in the proper column to show what function each word has in the language. Discuss function and grammar. *Note: it may sometimes help if you explain the reason for the study of grammar. Grammar is simply the name for the parts that we use to assemble language. They use these parts already; grammar just gives the parts names.*

When finished brainstorming and discussion, hand out esl 2.4 and give the students a few minutes to review and study. Discuss the vocabulary and check comprehension by asking them to identify some of the words that they thought of earlier in the context of the handout.

When finished, hand out 2.5 and instruct the students to work together to read and follow the directions on the work sheet. Review and debrief when the class is finished.

MODULE: READING AND LANGUAGE IN ESL

Lesson 4: The Diary

Objective: This is a warm up lesson for the beginning of each class, to focus the student on their writing skills.

Required Materials: none.

Time Allotted: 15 minutes

Activities:

At the beginning of each class, it is generally a good idea to give the group a focus to take their attention away from the workplace and into the classroom. A quick writing exercise is one way to gain that focus.

Ask the group to take a clean sheet of paper and for 15 minutes write anything that they would like. It must be in English and they may write whatever they feel comfortable writing. It may be simply recalling vocabulary studied in a previous lesson, or a report on the progress of their day. Whatever. When they have finished, gather their papers and correct them while the group works on other lesson plans during class time, or overnight. Try to get them back to the student as soon as possible. Make sure that the students keep a notebook of everything that they write over the course of the class. It is always fun and enlightening to look at early writing samples when the class is into it's last few days.

MODULE: READING AND LANGUAGE IN ESL

Lesson 5: Vocabulary Builder

Objective: To familiarize students with common workplace vocabulary.

Required Materials: Appendix esl 2.6.

Time Allotted: 30 minutes (some may take home)

Activities:

Repeat of lesson two with new vocabulary.

Note: Refer to lessons 6 and 7 in the COMMUNICATIONS IN ESL Module for additional application exercises for new vocabulary.

MODULE: READING AND LANGUAGE IN ESL

Lesson 6: The Period and The Paragraph

Objective: To familiarize the student with basic punctuation rules and structure in writing.

Required Materials: Appendix esl 2.7; appendix 2.1 and 2.2 for review and practice.

Time Allotted: 1 hour

Activities:

Copy as many punctuation symbols as possible on the board and ask the students to brainstorm vocabulary for each of them. Help only when needed. Hand out esl 2.7 and instruct the group to read and follow the directions carefully. Review and debrief when finished. Note: it is sometimes a good idea to explain the purpose for punctuation in writing to the class. Punctuation is simply a way to seperate ideas or information on paper. In oral language we do it with pauses and our body language.

Draw 2 rectangles on the board with small indentations in the top left hand corners to illustrate correct paragraph form. Ask the students to take out their paragraphs written in lesson 1. Tell them to rewrite the paragraphs using punctuation and paragraph form. Tell them that they may work together as they wish, and encourage them to ask any questions that they might have. Review and debreif when finished and collect all finished written materials for correction.

LESSON #

SUBJECT: Reading & Language

OBJECTIVE: Improve Workplace vocabulary, reading comprehension and spelling; subject/verb agreement.

REQUIRED MATERIALS: Appendices 2.11 & 2.12.

ACTIVITIES: The Word Exchange; (20 - 25 minutes).

A. Ask the students to choose a partner. Distribute the first handout, 2.11, to one partner and the second, 2.12, to the other. Explain that each partner will have the vocabulary lists on his/her page that will complete the sentences on the other's page. The first student must read the text aloud to the second, and they must work together to find the correct vocabulary to complete each sentence without looking at the other's paper. Then repeat the process with the second student's text.

INDIVIDUALIZED LEARNING ACTIVITIES:

* Spell-It Plus - Macintosh
* Rhubarb - H.P.
* Sequitur - H.P.
* Gapmaster - H.P.

LESSON #

SUBJECT: Reading and Language (ESL)

OBJECTIVE: To improve written English skills; to practice and apply grammar rules in written English; to practice correct format in written memos at the workplace.

REQUIRED MATERIALS: WEP Appendix 2.1, and 3.1; pencil or pen; Word Perfect.

CLASSROOM ACTIVITIES: Paper Chase, (25 - 30 minutes)

I. Read and discuss MEMO , appendix 2.1, in class. Identify the format used and why the information is important. Identify any difficult vocabulary and ask the students to brainstorm meaning.

II. Using the Memo Format page, appendix 3.1, as a guide, Student A must write a memo to Student B on a subject agreed upon by the group. Student A then must send the memo to Student B who must read it and then return it to A. Student B then must rewrite the memo for Student C, who then does the same for Student D, and so on through the class. The last student must write the last memo to Student A. The class should then compare the first and last memos for completed information, grammar, and vocabulary.

INDIVIDUALIZED LEARNING ACTIVITIES:

I. Choose a subject from the workplace, (problem with communication, an idea for improvement, a success at work, ect.) and write a memo using the Word Perfect program on either computer.

APPENDICES
FOR
READING AND LANGUAGE
IN
ENGLISH AS A SECOND
LANGUAGE

GET THE PICTURE

Writing Excercise #1

NAME:_____ DATE___/___/___

COMPANY:_____

VOCABULARY: Write 5 words for each question:

What do I see?_____

_____

What do I hear?_____

_____

What do I feel?_____

_____

What do I smell?_____

_____

ORGANIZE: Write your words again and list them in their order of importance, (i.e. *tree* was the 1st thing that I saw, *building* was the 2nd, ect.; #1 is the most important, #5 is the least important).

See	Hear	Feel	Smell
1)_____	1)_____	1)_____	1)_____
2)_____	2)_____	2)_____	2)_____
3)_____	3)_____	3)_____	3)_____
4)_____	4)_____	4)_____	4)_____
5)_____	5)_____	5)_____	5)_____

On the next page write one sentence using each of the words that you have listed above. Write 5 sentences for each subject area. That is, 5 sentences about what you see; 5 about what you hear, and so on. Write complete sentences. Use some of the clues above!

GET THE PICTURE?

Write four paragraphs in the spaces below:

#1 |_____

_____

_____

_____.

#2 |_____

_____

_____

_____.

#3 |_____

_____

_____

_____.

#4 |_____

_____

_____

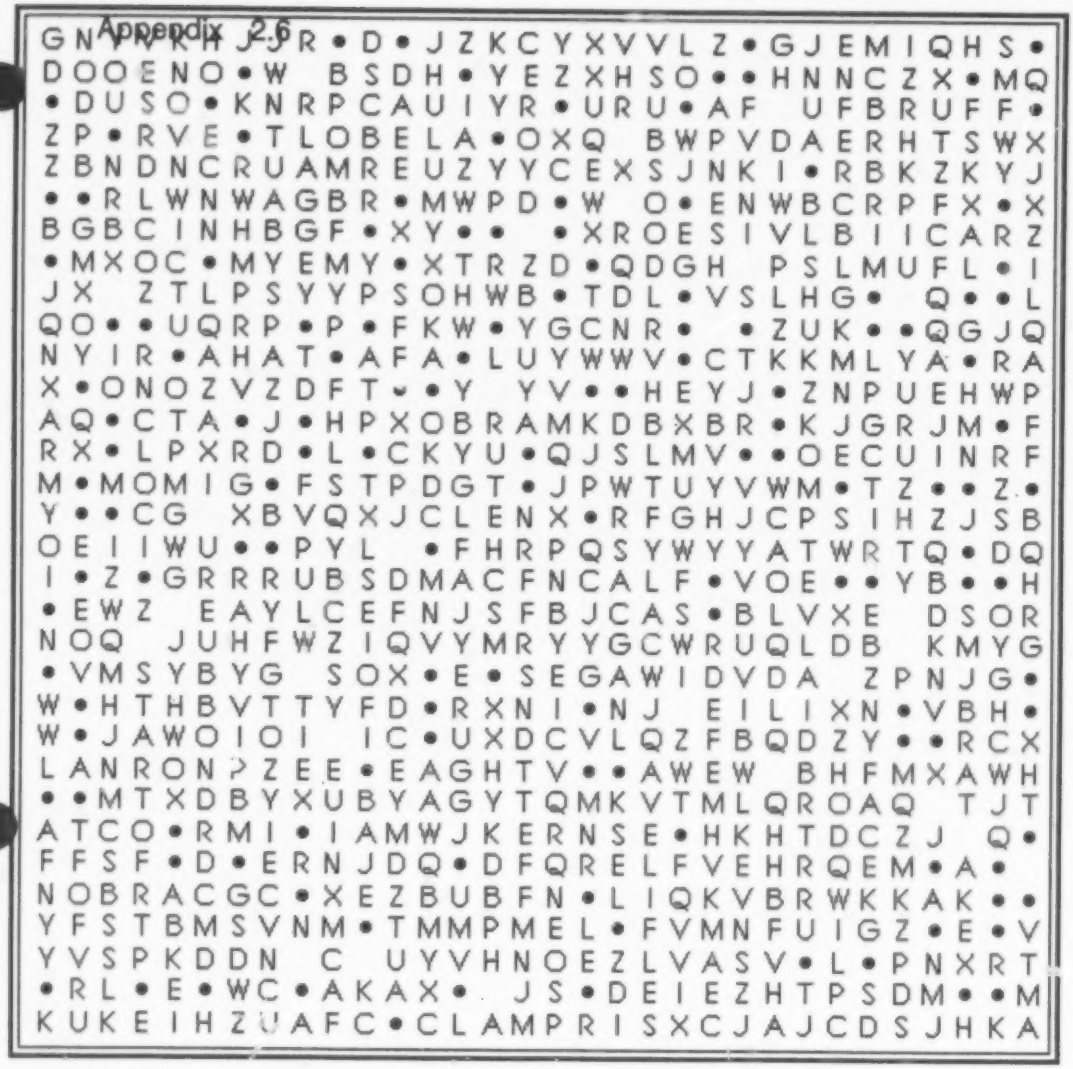
_____.

Workplace words

Name: _____

Date: _____

Appendix 2.6



Can you find these words in the puzzle?

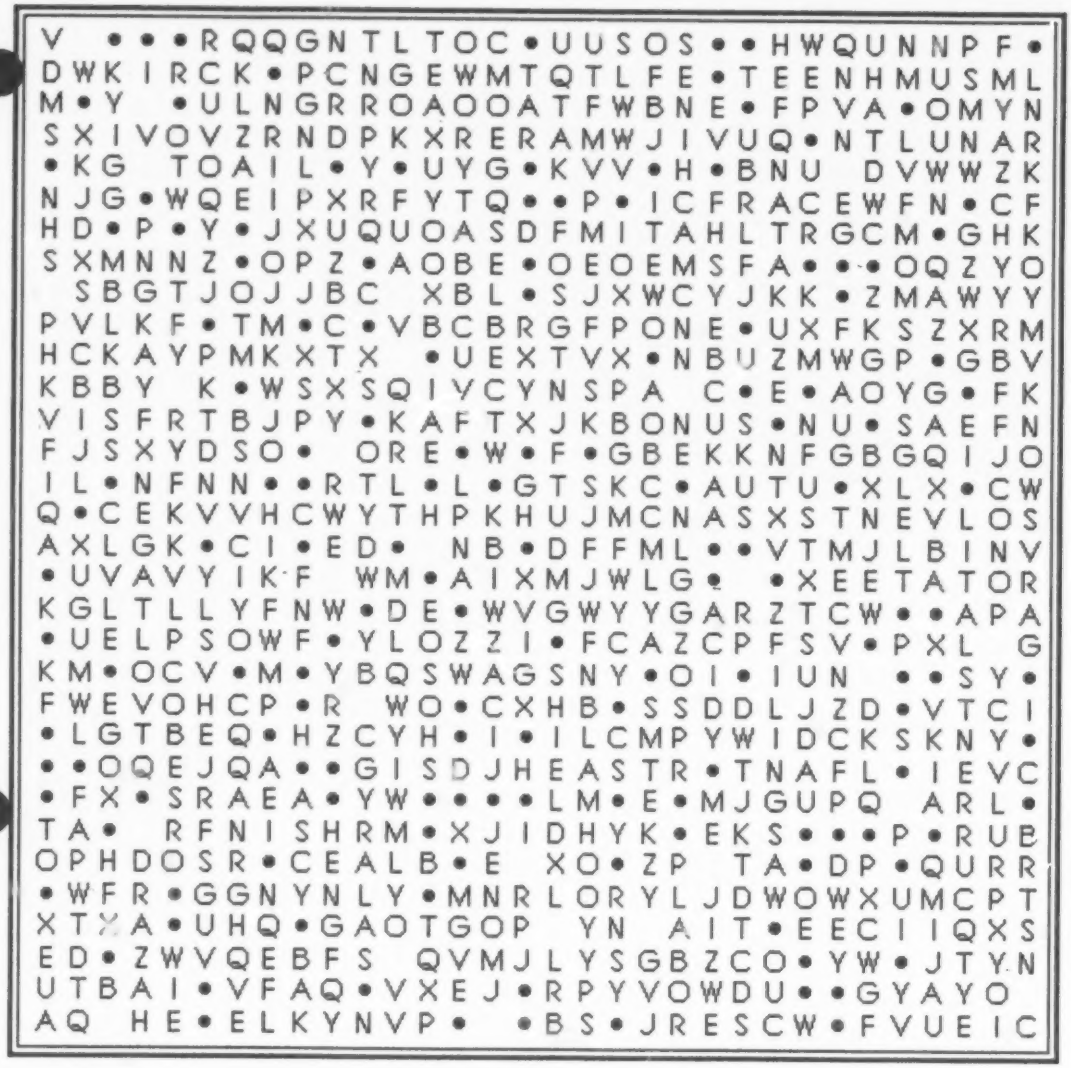
face
file
gauge
vise
wages
joint
blade
coarse
clamp
burr
feeds
lathe
ream
carbon
stop
scribe
thread
start
bolt
bond

Workplace words 2 copy

Appendix 2.7

Name: _____

Date: _____



Can you find these words in the puzzle?

solvent
filings
traverse
meter
voltage
adjust
bonus
salary
hazard
machine
workpiece
shield
current
solder
acid
annually
manual
employer
labor
rotate

THE WORD EXCHANGE

NAME:_____ DATE: ___/___/___

COMPANY:_____ CLASS:_____

Student A

==========

STUDENT 'B' VOCABULARY: Listen to your partner's memo and work together to choose the best word to complete each sentence.

Verify	Correct	Quality
Burrs	Chips	Damage
Press	Insert	Diaphragm
Main	Standard	Torque
Unit	Cover	Panel

==========

STUDENT 'A' MEMO:

To _____ the efficient _____ of the program, _____ the _____ computer _____ prior to _____ delivery. Be certain to _____ the _____ of the margins on the screen to _____ the correct program performance. The _____ of poor margin _____ could be poor performance. U.S. Government regulations _____ that complete _____, and other paperwork, be included in every _____. The _____ of completed product should never be greater than the _____ currently on order.

Appendix 2.11

THE WORD EXCHANGE

NAME:_____ DATE: ___/___/___

COMPANY:_____ CLASS:_____

Student B

==========

STUDENT 'A' VOCABULARY: Listen to your partner's memo and work together to choose the best word to complete each sentence.

Alignment	Quantity	Carton
Literature	Regulate	Affect
Effect	Appropriate	Operation
Require	Customer	Assure
Install	Data	Supply

==========

STUDENT 'B' MEMO: Read the memo aloud and ask your partner to help you find the correct words to complete each sentence.

First, _____ that the _____ _____ body is used for the D-29 _____. Compare the body number found on the front _____ with the number on the blue print. Second, visually inspect the _____ of the unit. Look for _____, _____ or any other type of _____. Then _____ the _____ sized _____. Finally, _____ the front _____ firmly into place and _____ the screws to 30 ft. lbs.

Appendix 2.12

memo:

Marquest
To: All Employees
From: Joe Boss
Date: Dec. 12, 1991
Re: SAFE! Program

Within the last five years, each department at Marquest has doubled. With the increase in employees, the rate of accidents has increased. We are lucky that so far none has been very serious. However, it is time to cut down such a high accident rate. Effective the first of January, Marquest will start its new SAFE! - Safe Actions for Employees-Program. Debra Yuen will be its administrator.

Throughout January, Ms. Yuen will lead safety workshops for each department. It is mandatory that all department staff attend their designated workshops. Ms. Yuen will be sending out workshop schedules next week.

Form M1-1980

APPENDIX 2.1

memo:

To: _____

From: _____

Date: _____

Re: _____

APPENDIX 3.1

MODULE: READING AND LANGUAGE IN ESL

Notes to the teacher:

Obviously the buld of this curriculum module has been focused on writing skills with only very little reading skills focus at all. There is a reason for this. It has long been my belief that students with limited English proficiency, and those native English speaking students with limited literacy skills, are better prepared to learn and practice reading skills if they have an introductory basis in writing. It is something of a sensory approach to reading. A student that has practiced writing his/her thoughts onto paper will be better prepared to read others thoughts and ideas, and will be less intimidated by the page. From this point, the student should be fairly prepared to perform successfully in the WLS curriculum module.

Notes to the student:

Reading, writing and understanding written ideas better requires study and, most of all, practice. Continue writing something everyday. It does not matter what it is that you write. Write something. Be careful of spelling, grammar and punctuation as you write. Review the materials you recieved in this class when you are in doubt, and never be afraid to ask for help. Practice, practice, practice. Read, read, read. If you build it, language will come.